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ABSTRACT

A product of the Project on Vocational Education Models for Linking Agencies Serving the Handicapped, this manual describes various federal agencies and national organizations and outlines their policies and activities related to interagency agreements. (The above-mentioned project is designed to help states meet the needs of students at the secondary, postsecondary, and adult levels by examining those components of interagency linkages that are necessary to ensure accessibility and delivery of supportive services to handicapped people in vocational education.) Presented first are brief descriptions of the following five federal agencies cooperating in the linkage project: the Office of Adult and Vocational Education, the Office of Special Education, the Rehabilitation Services Administration, the Office of Elementary and Secondary Education, and the National Institute of Education. Selected federal agencies are also described, including library programs, the Federal Interagency Committee on Education, the Women's Educational Equity Program, and the National Occupational Information Coordinating Committee. Outlined are the goals and activities of 17 professional associations and advocacy groups. Appended to the report are descriptions of six related projects. (A related status report of interagency linkages at the state level and a handbook on developing effective linking strategies are available separately--see note.) (MN)

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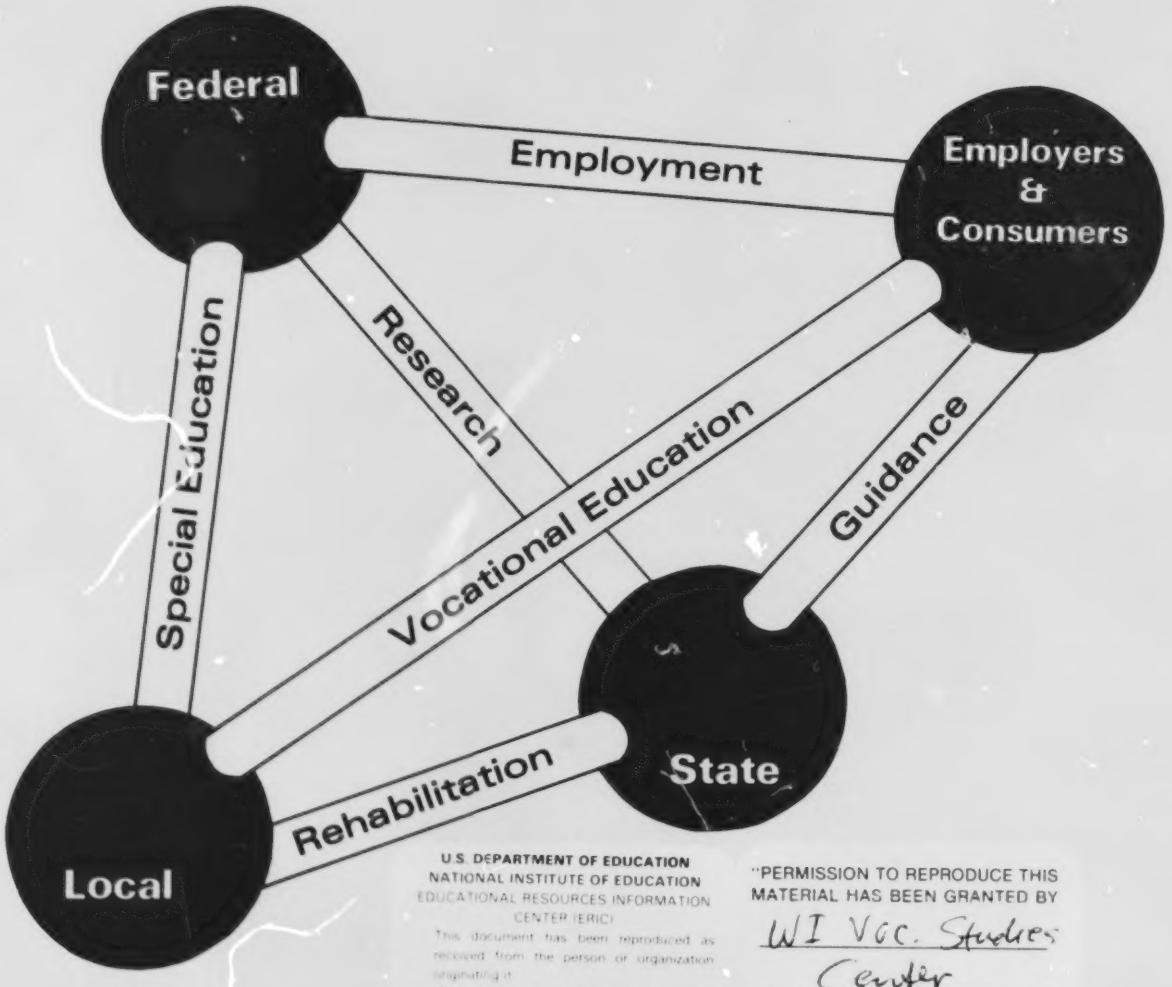

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Interagency Linkages at the Federal Level Descriptions of Agencies and Organizations

CE 03/538

Interagency Linkages at the Federal Level: Descriptions of Agencies and Organizations

Contract Number 300790671
Project Number 498AH80042

Vocational Education Models for Linking Agencies Serving the Handicapped

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August, 1981

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U.S. Department of Education
Office of Vocational and Adult Education

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SECTION I

INTRODUCTION

The need for improved interagency linkages has been expressed with growing frequency throughout our nation. Increasing fiscal restraints and heightened awareness of the comprehensive service needs of handicapped persons provide a strong impetus for cooperation. A vivid demonstration of the federal government's commitment to linking agencies serving the handicapped is seen in the existence of this project. Although the project was funded through the Office of Vocational and Adult Education, four other agencies contributed to the design of the Request for Proposal (RFP) and to the evaluation of contract proposals. In addition, the contract specified that a representative from each of these five agencies serve as an ex-officio member of the project's advisory committee. The five agencies cooperating in designing and advising this project were as follows:

1. Bureau of Occupational and Adult Education, U.S. Office of Education;
2. Bureau of Education for the Handicapped, U.S. Office of Education;
3. Guidance and Counseling Branch, Office of Elementary and Secondary Education, Division of State Educational Assistance, U.S. Office of Education;
4. Rehabilitation Services Administration, U.S. Office of Human Development Services; and
5. Vocational Education Study, National Institute of Education.

With the formation of the U.S. Department of Education, several of the above agencies have been reorganized and are called by different titles. The list below reflects the current status of the respective agencies under the new department:

1. Office of Vocational and Adult Education
2. Office of Special Education and Rehabilitative Services
   - Office of Special Education
   - Rehabilitation Services Administration
3. Office of Elementary and Secondary Education
   - Guidance and Counseling Branch
4. Office of Educational Research and Improvement
   - National Institute of Education

The goal of this project is to develop and disseminate information about linkage activities nationwide. A series of three products has been developed outlining federal, state, and local cooperative efforts. Status Report of Interagency Linkages at the State Level and Handbook on Developing Effective Linkage Strategies are the companion document to this manual.

The purpose of this manual is to describe various federal agencies and national organizations and to outline their policies and activities related to interagency agreements. Since this manual is part of a series, its scope is purposefully narrow. It illustrates the federal agencies' leadership initiatives in establishing cooperation. In addition, the agreements which can be found in the appendices can serve as models for writing state and local interagency agreements. The manual is intended to be used as a reference, rather than as a comprehensive description of linkage practices and procedures.

Information for this manual was gained through a site visit during November, 1979, to the five federal agencies identified above. Project staff members interviewed agency representatives to obtain information on the roles and responsibilities of the federal agencies and their relationships to the states. Subsequent letters and calls to the project's liaison personnel in each of these agencies have helped to update the reports in this document.

Reorganization of the U.S. Office of Education has resulted in changes that were not finalized at this writing. Readers are encouraged to check with U.S. Department of Education personnel for current information about a particular office or division. Addresses and telephone numbers for the agencies and organizations described have been included to aid the reader.

SECTION II

A BRIEF DESCRIPTION OF THE FIVE FEDERAL AGENCIES COOPERATING IN THE LINKAGE PROJECT

A. Office of Vocational and Adult Education

B. Office of Special Education

C. Rehabilitation Services Administration

D. Office of Elementary and Secondary Education, Guidance and Counseling Branch

E. National Institute of Education

OFFICE OF VOCATIONAL AND ADULT EDUCATION

The Office of Vocational and Adult Education in the U.S. Department of Education is responsible for the administration of the Vocational Education Act of 1963 as revised by the Education Amendments of 1976 (P.L. 94-482). It also has certain responsibilities relating to the Comprehensive Employment and Training Acts; vocational, technical and occupational training in community and junior colleges; and the Adult Education Act of 1974.

To carry out these administrative responsibilities, the Office of Vocational and Adult Education is subdivided into two major offices. These offices are further subdivided by areas.

1. Office of Education and Employment
   - Occupational Specialties Staff
   - Office of Special Programs
   - Division of State Vocational Programs
   - Division of National and Vocational Programs
2. Office of Adult Education
   - Division of Adult Learning
   - Division of Development and Dissemination

Title II of the Education Amendments of 1976 requires that 10% of the basic state grant funds be spent for needed special services and programs. These special services and programs are to cover the excess costs of program services required for handicapped students over those required in providing vocational education to regular students. These funds must be matched with state or local funds.

The Act requires that the state provide coordination of vocational education with the Employment Service, with state agencies responsible for the education of the handicapped, with CETA, and with other related agencies, organizations, and institutions. If appropriate, interstate arrangements can be worked out for projects, such as teacher training, or for programs in cases where state boundaries are an official barrier to comprehensive planning in an employment area which extends into two or more states.

Because of limited funds, resources, and qualified staff, the most economic and efficient means of helping handicapped people is through cooperative efforts of all agencies which have an interest, impact and focus on special needs individuals. On May 22, 1978, the Bureau of Occupational and Adult Education and the Bureau of Education for the Handicapped issued a position statement, "Appropriate Comprehensive Vocational Education for All Handicapped Persons". The stated position is that appropriate comprehensive vocational education will be available and accessible to every handicapped person. The goal of this formal agreement was to link the efforts of the two Bureaus in a unified approach to serving handicapped people. The entire text of this position statement can be found in *Appendix A*.

Within the Office of Vocational and Adult Education there are several areas where linkages are required or can be encouraged. In the Division of State Vocational Program Operations, each state is required to provide assurance in its Five Year Plan that it will coordinate programs with the requirments of Public Law 94-142, Education of all Handicapped Children Act of 1975. The Office of Special Education is invited to review the documents from the states. In addition, each state is required to include a person on its State Advisory Council who is experienced in the needs of handicapped people.

The Office of Vocational and Adult Education administers the Vocational Education Act of 1963 as amended by the Vocational Amendments of 1976. The Division of Vocational and Technical Education awards grants to the states, upon approval of a state plan, for programs of vocational education and part-time employment for those who need financial assistance in their vocational preparation.

Programs authorized under the Adult Education Act of 1974 are administered by the Division of Adult Education. Grants are awarded to states to aid in eliminating functional illiteracy among adults through expanded educational opportunities.

The Division of Research and Demonstration administers the vocational research program under the Vocational Amendments of 1976. Contracts are awarded for projects of national significance relating to the vocational education of handicapped persons.

Although not many formal linkages have been made between the Office of Vocational and Adult Education and other offices, much informal cooperation occurs. The five offices previously mentioned which served as a team to provide input on RFP-79-49, "Vocational Education Models for Linking Agencies Serving the Handicapped," are an example.

Many additional informal linkages among the Office of Vocational and Adult Education staff and other federal agencies exist. Persons from education and training agencies, special interest groups, business/industrial/community groups, instituions working with court adjudicated offenders and advocacy and professional organizations have informal contact with the Office of Vocational and Adult Education to help serve handicapped people.

CONTACT:
Office of Vocational and Adult Education
Division of State Vocational Programs
U.S. Department of Education
ROB 3
7th and D Streets, S.W.
Washington, D.C. 20202
(202) 245-0636

THE OFFICE OF SPECIAL EDUCATION

The Office of Special Education is one unit of the U.S. Department of Education's Office of Special Education and Rehabilitative Services. It has as one of its primary roles the development and implementation of educational policy to fulfill the mandates of Part B, Education of the Handicapped Act (P.L. 91-230) as amended by P.L. 93-380 and the Education of All Handicapped Children Act of 1975 (P.L. 94-142). This role is carried out in the following ways:

1. development of agreements with other federal agencies in order to provide comprehensive and timely services to handicapped persons (see *Appendix B*, for an example of such agreements);
2. formulation of regulations to implement the laws, such as P.L. 94-142, which are within its jurisdiction;
3. developmand and execution of plans to provide personnel training programs such as the Leadership Training Institute, which is described in *Appendix C*;
4. development and execution of methods to fund timely research, such as the Education of the Handicapped Policy Project, described in *Appendix D*;
5. provision of financial and technical assistance to states to fulfill their obligations under the law; and
6. monitoring compliance.

The organization of OSE reflects the objectives listed above. It is divided into the following units:

1. Gifted and Talented Education
2. Division of Innovation and Development
3. Division of Personnel Preparation
4. Division of Media Services
   - Captioned Films and Telecommunications Branch
   - Learning Resources
5. Division of Assistance to the States
   - State Policy and Administrative Review Branch
   - Field Services Branch
   - Program Support Branch

CONTACT:
Office of Special Education and
Rehabilitative Services
U.S. Department of Education
Room 4030 Donohoe
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 472-3740

REHABILITATION SERVICES ADMINISTRATION

As a result of the reorganization of education at the federal level, the Rehabilitation Services Administration is located in the Office of Special Education and Rehabilitative Services. The Rehabilitation Services Administration (RSA) is responsible for administering the Rehabilitation Act of 1973 as amended (P.L. 93-112 and P.L. 93-156) as well as other related federal legislation. The mission of RSA through its agencies across the nation is to provide services to handicapped persons to help them become employable. On the federal level, RSA works to achieve this goal by developing and approving state plans; monitoring appropriate uses of federal funds; establishing policies, interpreting federal regulations; and providing national leadership in the field of rehabilitation.

Essentially, the state-federal rehabilitation program is financed with 80% federal and 20% state funds. A formula based upon need as it relates to the population and per-capita income of the state determines the amount of funding given. States can also obtain monies for training programs and receive grants and contracts to extend and improve services to handicapped individuals. Serving the severely handicapped is the first priority of vocational rehabilitation.

The Rehabilitation Act of 1973 requires states to provide assurances in their state plans that cooperative agreements are being developed with other state and federal agencies. RSA provides leadership in establishing cooperation through disseminating information and guidelines such as those illustrated in the memorandum of understanding seen in *Appendix E*. The concept of the "first dollar" provision in the Act requires the vocational rehabilitation agency to make use of existing resources before using its own funds for services. This places a great deal of emphasis on the importance of developing effective cooperative agreements.

CONTACT:
Office of Special Education and
Rehabilitative Services
Rehabilitation Services Administration
U.S. Department of Education
Room 3024 Switzer Building
3rd and D Streets, S.W.
Washington, D.C. 20202
(202) 245-0925

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION, GUIDANCE AND COUNSELING BRANCH

The Guidance and Counseling Branch was established July 2, 1977, and now is under the Division of State Education Assistance in the Office of Elementary and Secondary Education. This Branch has a responsibility for:

1. carrying out the provisions of Title III, Part D, of Public Law 94-482 and Title IV, Part D, of Public Law 95-561 making grants to states for (a) state leadership and supervisory services in guidance, counseling, and testing; and (b) comprehensive guidance, counseling, and testing programs in elementary and secondary education;
2. providing information regarding guidance and counseling as a profession, guidance and counseling activities of the federal government, and to the extent practicable, activities of state and local programs of guidance and counseling; and
3. advising the Secretary on coordinating guidance and counseling activities included in all programs which he or she is authorized to carry out and, to the extent he or she deems practicable, how such activities may be coordinated with other programs of the federal government and state and local guidance counseling programs.

Funds were rescinded for fiscal year 1980, and the fiscal year 1981 budget made no provision for programs. However, an extensive network of informal linkages is in place among the members of the Guidance and Counseling Branch and personnel of other offices and divisions in the Department of Education. Linkages with such organizations as the National Occupational Information Coordinating Committee are maintained through advisory committee participation.

CONTACT:
Office of Elementary and Secondary Education
Guidance and Counseling Branch
Division of State Educational Assistance
U.S. Department of Education
Room 3010, ROB 3
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 472-1357

NATIONAL INSTITUTE OF EDUCATION

The National Institute of Education (NIE) was created by Congress in 1972 as the primary federal agency for educational research and development. The promotion of equity and the improvement of educational practices are the purposes of NIE. Helping individuals realize their full potential through education regardless of race, sex, age, economic status, ethnic origin, or handicapping condition is the goal of NIE research and dissemination activities. To achive its mission, NIE has organized its work around three broad program areas:

1. Teaching and Learning;
2. Educational Policy and Organization; and
3. Dissemination and Improvement of Practice.

The majority of NIE's funds go to the support of long-term research and development programs. Remaining funds support new activities which contribute to the NIE goals. Grants competitions are announced in the *Federal Register* and requests for proposals for specific contracts are announced in the *Commerce Business Daily*. In addition NIE accepts unsolicited proposals.

Interagency collaboration among decision makers is emphasized to serve the diverse needs of educational practitioners. For example, the Dissemination and Improvement of Practice Unit (DIP) in the NIE Regional Program Unit supports the following goals:

1. meeting immediate needs of local practitioners;
2. facilitating person-to-person assistance in problem solving;
3. developing local capability for access to Research and Development resources;
4. fostering incentives for utilizing Research and Development products for improving practice and increasing equity; and
5. promoting collaborative relationships among diverse educational agencies.

Organizations and groups served by DIP's Regional Program include:

1. Regional Educational Laboratories and Research and Development Centers;

2. state departments of education (individually and in consortia);
3. professional education associations;
4. intermediate service agencies; and
5. local education agencies.

Sharing research information is emphasized by the NIE. Special Purpose Grants are awarded to solve specific dissemination problems such as planning, evaluation, or training. Support is also provided to the State Dissemination Program. One type of support is the State Dissemination Leadership Project which encourages the sharing of information among state-level policy makers, dissemination representatives, and NIE staff. The Research and Development Exchange provides a federal initiative to encourage closer interaction between the worlds of educational research and school practice.

These and other programs within the DIP Unit provide a broad range of interagency linkage opportunities through which the needs of handicapped individuals can be addressed. However, the DIP Unit is only one of three program areas which offer possibilities for cooperation. Both the Teaching and Learning Program and the Educational Policy and Organization Program are valuable resources.

CONTACT:
National Institute of Education
U.S. Department of Education
1200 Nineteenth Street, Room 7120
Washington, D.C. 20208
(202) 254-6070

SECTION III

DESCRIPTIONS OF SELECTED FEDERAL AGENCIES

A. Introduction

B. Library Programs

C. Federal Interagency Committee on Education

D. Women's Educational Equity Program

E. National Occupational Information Coordinating Committee

INTRODUCTION

Information for this section was gathered during on-site visits in Washington, D.C. The agencies described were suggested for inclusion by representatives of the five federal agencies cooperating in the project. They are examples of agencies which have the potential to form linkage agreements.

LIBRARY PROGRAMS

The Office of Libraries and Learning Technologies is directed by the Assistant Secretary for Educational Research and Improvement. Of the Office's four Branches, two are especially relevant to individuals interested in linking agencies serving the handicapped. These are:

1. the State and Public Library Services Branch; and
2. the School Media Resources Branch.

The State and Public Library Services Branch administers formula grants and monitors state and public library plans. Regulations governing state and public library services define as handicapped those persons who are unable to read conventional books due to physical impairments, visual impairments, dyslexia, or other disabilities. State and public libraries are obligated to provide such services as Braille or Talking Books to blind and physically handicapped readers.

In addition, special programs are available at certain state and public libraries. Signed story hours, bibliotherapy for emotionally disturbed children, training for retarded youngsters in the use of reference materials, and outreach services to persons in various kinds of treatment settings are examples of such programs. Such states also have a special-wave radio reading service. The machine needed to listen to these broadcasts is free to blind or physically handicapped persons through their state library.

Although there are presently no federal directives regarding linking state and public library services to those offered by other agencies,

many informal links are in effect in certain states. In addition, each state library is required to have an advisory council; representation from the handicapped community on the council is mandatory.

CONTACT:
Office of Libraries and Learning Technologies
State and Public Library Services Branch
U.S. Department of Education
ROB 3, Room 3319
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 472-5150

The second Branch listed above, School Media Resources, administers E.S.E.A. Title IV-B programs which provide school media resource funds. These funds are distributed to each state's department of public instruction according to a standard formula. The funds are to be used by local educational agencies for the acquisition of school library resources and other materials for use by students and teachers in elementary and secondary schools. Each local education agency must demonstrate that appropriate procedures have been used when planning allocation of these funds. In addition, periodic consultations with teachers, librarians, and other professionals within the school must be conducted to coordinate the selection of equipment and materials with the instructional program. Thus, some such funds might be spent on vocationally-related reading material for handicapped students, if the various professionals in a school agreed on the importance of acquiring such materials.

CONTACT:
Office of Libraries and Learning Technologies
School Media Resources Branch
U.S. Department of Education
ROB 3, Room 3600
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 245-2488

FEDERAL INTERAGENCY COMMITTEE ON EDUCATION

The Federal Interagency Committee on Education (FICE) was established by presidential executive order in 1964 to facilitate coordination of education activities of federal agencies. It was given a statutory authority in the Department of Education Organization Act in 1978 (P.L. 96-88, Section 214). Under the law, FICE assists the Secretary of Education (who is designated as Chair) in assuring effective coordination of federal programs, policies, and administrative practices.

The Committee is composed of senior policy-making officials from federal agencies, commissions, and boards selected by the President. Agencies represented include the Office of Management and Budget, Council of Economic Advisers, Office of Science and Technology Policy, and Domestic Policy Staff as stipulated by the law. Representatives of more than 30 federal departments and agencies were active under the executive order, and it is expected that the President will appoint a similar array under the new authority.

The law prescribes at least two meetings a year, although FICE has previously met monthly. The purpose of these meetings has been to exchange information, resolve common problems, reinforce mutual policies, receive briefings on major issues, review recommendations of subcommittees, and develop a coherent approach to federal education programs.

Subcommittees and other working groups are appointed as needed by the FICE Chair to focus on particular areas of interest and concern. These provide reports and recommendations to the Committee. A FICE staff, headed by an Executive Director and attached to the Office of the Deputy Under Secretary for Interagency Affairs, provides administrative and other support to the Committee.

FICE is charged by the statute with these responsibilities:

1. consistent administration and development of policies and practices among federal agencies in the conduct of related programs;
2. full and effective communication among federal agencies to avoid unnecessary duplication of activities and repetitive collection of data;

3. full and effective cooperation with the Secretary on such studies and analyses as are necessary to carry out the purposes of the Act;
4. coordination of related programs to assure that recipients of federal assistance are efficiently and responsively served; and
5. full and effective involvement and participation of students and parents in federal education programs.

CONTACT:
Federal Interagency Committee on Education
U.S. Department of Education
330 C Street, S.W., Room 4044
Washington, D.C. 20201
(202) 245-0425

WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM

Title IX, Part C, of the Education Amendments of 1978 reauthorized the Women's Educational Equity Act Program (WEEAP). The program provides financial assistance to enable educational agencies and institutions to meet the requirements of Title IX of the Education Amendments of 1972. Another goal is to improve women's equity in education by funding projects of general significance to:

1. develop and evaluate curricula and materials;
2. develop model inservice and preservice programs;
3. do research;
4. improve guidance and counseling activities;
5. increase opportunities for adult women; and
6. expand and improve programs in vocational, career, physical, and administration education.

Activities related to handicapped women initiated by this program included funding a project to determine the needs of handicapped girls and women through a review of the literature and through personal interviews. WEEAP is also writing new regulations which identify handicapped women as a priority area for study.

Since this is a new program, possibilities for formal linkage agreements have not been fully studied; however, program personnel provide input to other offices. Ideas for future activities and feedback on current projects are gained from many sectors through the legally-mandated National Advisory Council on Women's Educational Programs.

CONTACT:
Women's Educational Equity Act Program
1100 Donohoe
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 245-2181

NATIONAL OCCUPATIONAL INFORMATION COORDINATING COMMITTEE

Over the last fifteen years there has been a growing awareness of the need for a formal and standardized system for the collection, analysis, and dissemination of occupational information. However, a detailed explanation of the structure and content of an occupational information system has been lacking. To fill this need, Congress established the National Occupational Information Coordinating Committee (NOICC) and State Occupational Information Coordinating Committees (SOICCs), which are charged with the responsibility of providing leadership in the implementation and use of an occupational information system.

The establishment of the NOICC was mandated by the Education Amendments of 1976, P.L. 94-482, Title II, Vocational Education, Section 161(b)(1). This legislation calls for NOICC to:

1. improve coordination between, and communication among, occupational data producers and occupational data users;
2. develop and implement an occupational information system to meet the common occupational information needs of vocational education programs and employment and training programs at the national, state and local levels, which system shall include data on occupational demand and supply based on uniform definitions, standardized estimating procedures, and standardized occupational classifications;

3. assist State Occupational Information Coordinating Committees established by each state receiving assistance under this legislation and under the Comprehensive Employment and Training Act (CETA) of 1973.

As a result of the CETA Amendments, NOICC and the SOICCs now are charged with a fourth mandate:

4. to give special attention to the labor market information needs of youth and to the delivery of career information for career exploration, decision-making and job search purposes.

By law, four Federal agencies cooperated in the establishment of the NOICC:

1. Office of Education, Department of Health, Education and Welfare (HEW);
2. National Center for Educational Statistics, HEW;
3. Employment and Training Administration, Department of Labor (DOL); and
4. the Bureau of Labor Statistics, DOL.

Although the operating heads of these four agencies are the statutory members of NOICC, their respective designees comprise a Technical Steering Group. These members have authority over the policy, operating and funding decisions of the NOICC. In addition, the Rehabilitation Services Agency of HEW participates as a non-voting representative on the steering group.

The NOICC is headed by an Executive Director who is responsible for policy formulation and overall management of programs and staff. To carry out the Congressional mandates, NOICC is divided into two units, each headed by a coordinator. One is responsible for maintaining the NOICC's relationships with the SOICCs and for SOICC training; the other coordinator is responsible for the design, development and implementation of a comprenhensive Occupational Information System.

With respect to the SOICCs, a somewhat analogous structure exists. There are four statutory members of the SOICC:

1. the state board administering vocational education;
2. the state Employment Security Agency;

3. the state Employment and Training Council (formerly referred to as the state Manpower Services Council); and
4. the state agency administering the vocational rehabilitation program.

Although these are the only agencies that may vote on SOICC fiscal matters, many state committees have invited other agencies and organizations to participate in an advisory or technical capacity. Each SOICC has a chairperson as well as a staff which is headed by a SOICC Director or Coordinator.

CONTACT:
National Occupational Information
Coordinating Committee
Suite 714
2100 M Street, N.W.
Washington, D.C. 20037
(202) 653-5665

SECTION IV

PROFESSIONAL ASSOCIATIONS AND ADVOCACY GROUPS

A. Introduction

B. National Association of State Directors of Special Education

C. National Association of State Directors of Vocational Education

D. Council of State Administrators of Vocational Rehabilitation

E. American Personnel and Guidance Association

F. American Coalition of Citizens with Disabilities, Inc.

G. Association for Children with Learning Disabilities

H. Association for Retarded Citizens

I. Council for Exceptional Children

J. Epilepsy Foundation of America

K. National Association of Vocational Education Special Needs Personnel

L. National Industries for the Blind

M. National Network for Curriculum Coordination in Vocational and Technical Education

N. National Rehabilitation Association

O. National Rehabilitation Counseling Association

P. President's Committee on Employment of the Handicapped

Q. Regional Resource Centers

R. Resources Containing Additional Listings

INTRODUCTION

National professional associations and organizations of citizens concerned about handicapped individuals are numerous. These associations, through the number of people they represent and through their strong commitment to improving conditions for handicapped persons, play an important role in shaping federal, state, and local policies and activities. Four of these organizations reflect the federal agencies participating on the project's advisory committee:

1. National Association of State Directors of Special Education;
2. National Association of State Directors of Vocational Education;
3. Council of State Administrators of Vocational Rehabilitation; and
4. American Personnel and Guidance Association.

Other associations mentioned in this chapter are included because of the broad scope of their concerns in relation to the project's goals. These are by no means the only relevant organizations, nor is the project staff implying any evaluation of the organizations not included. With more than 500 national associations involved in efforts to improve handicapped individuals' opportunities and lifestyles, space would not permit even listing all their names and addresses.

Listed below are brief descriptions of the goals and activities of several associations. Following descriptions of the four associations most closely related to the project's advisory committee, the latter portion of this section describes additional organizations with which those interested in linkages might want to communicate.

NATIONAL ASSOCIATION OF STATE DIRECTORS OF SPECIAL EDUCATION (NASDSE)

The National Association of State Directors of Special Education is a nonprofit association representing personnel from state education agencies who have legal responsibility for the administration and supervision of special education programs in public schools.

NASDSE publishes the *Liaison Bulletin* 26 times annually with information pertinent to professionals in the field of special education. This organization has also developed numerous products and conferences interpreting Section 504 of the Rehabilitation Act and Public Law 94-142, the Education for All Handicapped Children Act. Most products are sold as training packages for state directors and local level personnel interested in federal programs affecting handicapped children. Current brochures are available on products developed through NASDSE by writing the address below.

CONTACT:
National Association of State
Directors of Special Education
1201 Sixteenth Street, N.W.
Washington, D.C. 20036
(202) 833-4218

NATIONAL ASSOCIATION OF STATE DIRECTORS OF VOCATIONAL EDUCATION (NASDVE)

The National Association of State Directors of Vocational Education is concerned with the administration of vocational education and the professional development of state department staff. The association meets three times a year to discuss issues in vocational education, and to review position papers developed by members for publication.

The Association has developed a National Vocational Education Professional Development Consortium. The consortium was established to provide workshops throughout the country on topics related to professional development.

CONTACT:
National Association of State
Directors of Vocational Education
2020 N. 14th Street
Arlington, Virginia 22201
(703) 522-6121

COUNCIL OF STATE ADMINISTRATORS OF VOCATIONAL REHABILITATION (CSAVR)

This organization serves as a resource for communication and cooperation among specialists working in the area of vocational rehabilitation of disabled youth and adults. It is composed of the chief administrators of the public rehabilitation agencies for handicapped persons in the U.S. and territories. The Council maintains communication with similar organizations in health, education, welfare, and manpower fields, as they are related to vocational rehabilitation.

CONTACT:
Council of State Administrators
of Vocational Rehabilitation
1522 K Street, N.W., Suite 620
Washington, D.C. 20005
(202) 638-4634

AMERICAN PERSONNEL AND GUIDANCE ASSOCIATIONS (APGA)

The American Personnel and Guidance Association has nearly 40,000 members and is widely regarded as the major professional organization for counselors. It is a scientific and educational association dedicated to the advancement of the discipline of guidance and personnel work by promoting the exchange of professional experience through national, regional, state and local meetings. APGA serves as the umbrella organization for thirteen associations which represent specialized personnel and guidance interests. Among the divisions of APGA are the National Vocational Guidance Association, the American School Counselors Association, the American Rehabilitation Counseling Association, and the National Employment Counselors Association.

CONTACT:
American Personnel & Guidance
Association
2 Skyline Place, Suite 400
5203 Leesburg Pike
Falls Church, Virginia 22041
(703) 820-4700

AMERICAN COALITION OF CITIZENS WITH DISABILITIES, INC. (ACCD)

A nationwide umbrella association of 90 organizations of and for disabled individuals, ACCD works for full realization of the human and civil rights of people who have physical, mental and emotional disabilities. One of ACCD's federally-funded projects was awarded by the Bureau of Education for the Handicapped to analyze special and vocational education data available in five states. Its purpose is to provide a data base for decision-making and program planning and to develop a process for collecting information for site reviews.

CONTACT:
American Coalition of Citizens with
Disabilities, Inc.
1200 15th Street, N.W., Suite 201
Washington, D.C. 20005
(202) 785-4265

ASSOCIATION FOR CHILDREN WITH LEARNING DISABILITIES (ACLD)

The Association for Children with Learning Disabilities is a national organization of parents and professionals concerned with the problems of learning disabled people of all ages. ACLD is very active in the collection, development, publication and dissemination of materials on learning disabilities. ACLD has a vocational committee to study and promote the vocational needs of learning disabled individuals and to select national conference programs in the vocational area. Recent national ACLD conferences have included many programs relating to the vocational education

of learning disabled students. ACLD at the national and state levels has established many informal linkages with those providing services to learning disabled youth.

CONTACT:
Association for Children with
Learning Disabilities
4156 Library Road
Pittsburgh, Pennsylvania 15234
(412) 341-1515

ASSOCIATION FOR RETARDED CITIZENS (ARC)

This association, along with its state and local affiliates, provides a variety of direct services to the developmentally disabled. They also sponsor training sessions for professionals and provide information and educational materials.

One project directed through ARC is the ARC-N On-the-Job Training Project. The project encourages business and government employers to provide job opportunities for work-ready mentally retarded individuals. The project reimburses employers for training these individuals during approximately the first two months of employment when job adjustment is especially critical. An abstract of the project is located in *Appendix F.*

CONTACT:
Association for Retarded Citizens
2709 Avenue E East, Box 6109
Arlington, Texas 76011
(817) 261-4961

COUNCIL FOR EXCEPTIONAL CHILDREN (CEC)

Established in 1922 to advance the education of exceptional children and youth, CEC serves both handicapped and gifted groups. It has local and state chapters, as well as a national office. CEC collects and publishes education materials and provides information regarding state

and national legislative issues. This organization also conducts research and training on education of disabled children and youth, promotes communication between specialists serving these students, and works for improved educational legislation and services.

CEC has several divisions for persons interested in particular aspects of special education. In 1976, the Division on Career Development was established by the parent body. The purpose of this division is to provide an organization for representatives from all disciplines who are involved in career development of exceptional children, youth, and adults. To meet its goal, the Division on Career Development encourages and promotes professional growth, research, legislation, information, dissemination, and technical assistance. This division also encourages interaction among the twelve CEC divisions and other organizations involved in the career development of exceptional individuals.

CONTACT:
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
(703) 620-3660

EPILEPSY FOUNDATION OF AMERICA

The Epilepsy Foundation provides information on such issues as medication, legal rights, and employment. It publishes materials for persons who have epilepsy, for their families, and for professionals. This group, with its state and local affiliates, also offers resources for persons with epilepsy through direct services such as self-help groups, training programs for professionals, and low-cost medications.

In 1976, the Epilepsy Foundation of America was awarded a contract by the Department of Labor to establish Training and Placement Service (TAPS) projects in several cities, utilizing a variety of funding sources. The mission of TAPS is to increase the employment rate of persons with epilepsy by providing support services and on-the-job training.

CONTACT:
Epilepsy Foundation of America
1828 L Street, N.W.
Washington, D.C. 20036
(202) 293-2930

NATIONAL ASSOCIATION OF VOCATIONAL EDUCATION SPECIAL NEEDS PERSONNEL (NAVESNP)

Affiliated with the American Vocational Association in its "New and Related Services" division, NAVESNP was organized in 1974 with the following objectives:

1. to serve as a unifying association for all personnel interested in or responsible for the development or operation of programs for learners with special vocational education needs
2. to unite related state and regional units or organizations of special vocational education needs personnel into a national professional organization
3. to promote and maintain active leadership in vocational, career and occupational education
4. to provide services to members of the association.

CONTACT:
American Vocational Association
2020 N. 14th Street
Arlington, Virginia 22201
(703) 522-6121

NATIONAL INDUSTRIES FOR THE BLIND (NIB)

The Wagner-O'Day Act was enacted by Congress in 1938 and amended in 1971 as the Javits-Wagner-O'Day Act. It directs agencies of the United States Government to purchase, under certain conditions, products and services from workshops for the blind. The Committee for Purchase from the Blind and Other Severely Handicapped was established to implement the provisions of the Act.

National Industries for the Blind is a nonprofit corporation which provides a wide range of services to the visually impaired. It was designated by the Committee to allocate purchase orders from the government among qualified workshops for the blind. NIB is also charged with monitoring the associated workshops for the blind to assure compliance with the Javits-Wagner-O'Day Act and contract specifications.

It is the intent and goal of NIB that every blind person capable of working at any level of employment will be provided a job opportunity. These job opportunities may be in one of several programs:

1. work activities centers
2. special workshops
3. competitive industry or
4. Industries for the Blind.

To accomplish the goal of employment for all blind persons wanting to work, NIB recognizes evaluation and rehabilitation as the key to the effective vocational placement. NIB offers extensive rehabilitation services to the associated workshops. It also assists them in modifying the working environment to yield maximum productivity and satisfaction for blind workers.

CONTACT:
National Industries for the Blind
320 Fulton Avenue
Hempstead, New York 11550
(516) 485-0230

NATIONAL NETWORK FOR CURRICULUM COORDINATION IN VOCATIONAL AND TECHNICAL EDUCATION (NNCCVTE)

Six geographically-arranged centers make up the National Network for Curriculum Coordination in Vocational and Technical Education. In order to reduce duplication of effort, NNCCVTE was established by the U.S. Office of Education in 1972 to provide a system through which vocational and technical education curricula could be shared.

The Network Centers function autonomously within their individual regions; however, six Center Directors meet regularly to coordinate the efforts of the Centers. Among NNCCVTE objectives are to:

1. conduct coordination, dissemination, and diffusion activities to improve the acceptance of new curricula and to assess their impact
2. share information regarding materials
3. share information and plans regarding curriculum development
4. identify curriculum needs
5. provide curriculum services to encourage adaptation, demonstration and adoption of effective curricula and curriculum development practices
6. plan for cooperation in the development, testing, dissemination, evaluation and reproduction of curriculum materials among and between the states
7. develop and maintain inter-state liaison activities to stimulate cooperative relationships among the states.

CONTACT:
Northeast Curriculum Coordination Center
Bureau of Occupational and Career Research Development
Division of Vocational Education
225 West State Street
Trenton, New Jersey 08625
(609) 292-6562

Southeast Curriculum Coordination Center
Mississippi State University
Research and Curriculum Unit
Drawer DX
Mississippi State, Mississippi 39762
(601) 325-2510

East Central Network for Curriculum Coordination/Illinois Vocational Curriculum Center
Sangamon State University
Springfield, Illinois 62708
(217) 786-6375

Midwest Curriculum Coordination Center
Curriculum and Instruction Materials Center
Oklahoma State Department of Vocational and Technical Education
1515 West 6th Avenue
Stillwater, Oklahoma 74074
(405) 377-2000 ext. 252

Northwestern Curriculum Coordination Center
Washington State Coordinating Council for Occupational Education
LS-10 Airdustrial Park/Building 17
Olympia, Washington 98504
(206) 753-0879

Western Curriculum Coordination Center
University of Hawaii
College of Education
Wist Hall 216
1776 University Avenue
Honolulu, Hawaii 96822
(808) 948-7834

NATIONAL REHABILITATION ASSOCIATION (NRA)

The National Rehabilitation Association is an organization of professional and lay persons dedicated to the rehabilitation of all physically and mentally handicapped persons. The Association strives to increase opportunities for handicapped persons to become self-sufficient, self-supporting and contributing members of the community. One of NRA's goals is to show that rehabilitation results in social and economic gains to the nation as well as to the handicapped individual.

To achieve its objectives, the Association:

1. represents its members before governing bodies concerned with rehabilitation legislation
2. encourages teamwork as a basic system of rehabilitation through the maximum use of the knowledge and skills of all professions

3. provides through publications and conferences on the national, regional, and local level, a forum for discussion of all problems related to handicapped individuals
4. fosters research to advance knowledge and skills necessary to improve rehabilitation services to disabled persons, and
5. promotes and stimulates professional training opportunities for all personnel engaged in work with handicapped persons.

CONTACT:
National Rehabilitation Association
1522 K Street, N.W., Suite 1120
Washington, D.C. 20005
(202) 659-2430

NATIONAL REHABILITATION COUNSELING ASSOCIATION (NRCA)

The National Rehabilitation Counseling Association is a professional division of the National Rehabilitation Association. It is dedicated to improving practices in rehabilitation counseling and the quality of rehabilitation services provided to disabled people. Its goals are to:

1. identify the needs of disabled people and the rehabilitation counseling knowledge and skills necessary to respond to these needs
2. discover and develop means whereby these needs are adequately met and to act as an advocate for the needs of disabled people in our society
3. share the results of these developments and discoveries through its publications, branch meetings, and national conferences and its liaison with other interested professional associations and agencies
4. promote research to test and develop rehabilitation counseling practices
5. promote improvement of graduate and inservice training for rehabilitation counseling practitioners
6. identify, develop and establish standards for rehabilitation counseling practices, and
7. encourage professional and personal growth of rehabilitation counselors.

NRCA distributes information on a variety of topics related to the education and employment of handicapped persons. Materials covering such issues as formal education of handicapped individuals, psychosocial issues and health services are available. Employment data includes vocational rehabilitation and training, rights, hiring regulations and special needs of the handicapped employee. This organization also maintains up-to-date information on salaries, agency requirements and personnel practices for its members.

CONTACT:
National Rehabilitation Counseling
Association
Cary Building - Suite B-110
8136 Old Keene Mill Road
Springfield, Virginia 22152
(703) 451-7981

THE PRESIDENT'S COMMITTEE ON EMPLOYMENT OF THE HANDICAPPED

The President's Committee on Employment of the Handicapped consists of approximately 600 organizations and individuals. The membership of the Committee is drawn from business, labor, professional, rehabilitation, mass media, medical, veterans, youth, consumers and other groups. Cabinet officers and heads of federal agencies administering major programs serving those who are handicapped are also members. The Committee has a voluntary Chairman, four Vice-Chairman and a staff of approximately 40 persons in Washington, D.C.

The President's Committee is responsible for creating a climate of acceptance in America so that handicapped people gain their full share of educational and employment opportunities. It works to bring together all interested groups and organizations, private as well as government, to cooperate in enhancing the lives of handicapped people.

CONTACT:
President's Committee on Employment
of the Handicapped
1111 20th Street, N.W., Sixth Floor
Washington, D.C. 20210
(202) 653-5044

REGIONAL RESOURCE CENTERS (RRC)

The Office of Special Education of the U.S. Department of Education funds the Regional Resource Center program. The twelve RRCs were established to operate on a regional basis. The designated regions cover all 50 states, the District of Columbia, the U.S. territories, and the schools of the Bureau of Indian Affairs.

The RRCs provide assistance to the state education agencies (SEAs), and through them to local education agencies (LEAs). The purpose of the RRC program is to help SEAs and LEAs identify and eliminate the remaining obstacles hindering the delivery of the educational services intended in P.L. 94-142, the Education for All Handicapped Children Act. These Centers offer assistance through training, consultation and other service delivery models. RRCs also identify, demonstrate and disseminate quality programs and practices. Six program areas were drawn from P.L. 94-142 and identified as the Regional Resource Center's major areas of concentration. They are:

1. child identification and educational evaulation
2. individual educational programs (IEPs)
3. placement in the least restrictive environment
4. procedural safeguards for handicapped children
5. educational programs and services for special populations, and
6. responsibilities for and coordination of comprehensive services for handicapped children.

For further information, contact one of the Regional Resource Centers listed below.

CONTACT:

Region I
New England Regional Resource Center
Trinity College
Colchester Avenue
Burlington, Vermont 05401
(802) 658-5036

States Served
Maine
Vermont
New Hampshire
Massachusetts
Connecticut
Rhode Island

Special Sphere of Expertise:
Interagency Rural

Region II
New York Regional Resource Center
400 Huntington Hall
Syracuse University
150 Marshall Street
Syracuse, New York 13210
(315) 423-1880 thru 1883

States Served
New York
New Jersey
Puerto Rico
Virgin Islands

Special Sphere of Expertise:
Special Populations (SP) Urban

Region III
Mid-Atlantic Regional Resource Center
George Washington University
1901 Pennsylvania Avenue, N.W. #505
Washington, D.C. 20006
(202) 676-7200
FTS: 254-3700

States Served
Pennsylvania
Maryland
Delaware
Virginia
West Virginia
District of Columbia

Special Sphere of Expertise:
Interagency Urban

Region IV
Mid-South Regional Resource Center
University of Kentucky
Research Foundation
Porter Building, Room 131
Lexington, Kentucky 40506
(606) 258-4921
FTS: 355-2781

States Served
Kentucky
Tennessee
North Carolina
South Carolina

Special Sphere of Expertise:
Procedural Safeguards (PS) Urban

Region V
Florida Regional Resource Center
Florida Atlantic University
1236 North University Drive
Plantation, Florida 33322
(305) 473-6106 or 6166

States Served
Georgia
Alabama
Florida
Mississippi

Special Sphere of Expertise:
Least Restrictive Environment (LRE)
Urban

Region VI
Ohio State University Regional
Resource Center
Ohio State University
345 ARPS Hall
1945 North High Street
Columbus, Ohio 43210
(614) 267-6396

States Served
Illinois
Indiana
Ohio

Special Sphere of Expertise:
Child Identification and Evaluation
(Assessment)

Region VII
Minnesota Regional Resource Center
Burton Hall
University of Minnesota
Minneapolis, Minnesota 55105
(612) 376-3533

States Served
Wisconsin
Minnesota
Michigan

Special Sphere of Expertise:
Procedural Safeguards (PS) Rural

Region VIII
Louisiana Regional Resource Center
P.O. Box 44064
Capital Station
626 North Fourth Street
Baton Rouge, Louisiana 70804
(504) 342-3631

States Served
New Mexico
Texas
Oklahoma
Arkansas

Special Sphere of Expertise:
Individual Education Program
(IEP) Urban

Region IX
Mid West Regional Resource Center
Drake University
1332 - 20th Street
Des Moines, Iowa 50322
(515) 271-3936
FTS: 862-4737

States Served
Kansas
Missouri
Iowa
Nebraska

Special Sphere of Expertise:
Individial Education Program
(IEP) Rural

Region X
Utah Regional Resource Center
Utah State University
Exceptional Child Center
Logan, Utah 84322
(801) 750-1995

States Served
Colorado
Utah
Wyoming
Montana
South Dakota
North Dakota
Bureau of Indian Affairs (BIA)

Special Sphere of Expertise:
Special Populations (SP) Rural

Region XI
California Regional Resource Center
3325 Wilshire Boulevard, Suite 1345
Los Angeles, California 90010
(213) 381-5231
FTS: 798-4068 or 4069

States Served
Arizona
Nevada
California
Hawaii

Special Sphere of Expertise:
Child Identification and Evaluation
(Assessment) Urban

Region XII
Northwest Regional Resource Center
Clinical Service Building
Third Floor
1590 Williamette Street
University of Oregon
Eugene, Oregon 97401
(603) 688-5641 or
(603) 687-6544
FTS: 425-6544

States Served
Oregon
Idaho
Washington
Alaska
U.S. Trust Territories
America Samoa

Special Sphere of Expertise:
Least Restrictive Environment (LRE)
Rural

RESOURCES CONTAINING ADDITIONAL LISTINGS

The following resources have been selected to illustrate the kinds of compilations of organizations related to the handicapped population which are currently available.

1. Bowe, Frank. Handicapping America: Barriers to Disabled People. New York: Harper and Row, 1978.

Appendix A, "Organizations of and for Disabled People," and Appendix B, "Government Programs for Disabled People," give eleven pages of names, addresses, and brief descriptions of organizations and agencies of interest to those working with handicapped persons.

2. Clearinghouse on the Handicapped, Office for Handicapped Individuals, Office of Human Development, U.S. Department of Health, Education, and Welfare. Directory of National Information Sources on Handicapping Conditions and Related Services. Washington, D.C.: U.S. Government Printing Office, 1976.

This directory contains nearly 350 pages of abstracts describing national organizations and federal information sources, as well as an index listing the programs related to specific topics (e.g.: "Mental Retardation" or "Recreation"). Each abstract includes "Handicapping Conditions Served," "Scope of Activities," and "Services". Information on user eligibility, age, fees, and special notes are added where necessary.

3. Committee for the Handicapped/People to People Program. Directory of Organizations Interested in the Handicapped. Suite 610, La Salle Building, Connecticut Avenue and L Street, Washington, D.C. 20036; 1979.

One hundred and seven organizations are described, with information given on "Officers," "Organization and Purpose," "Principle Programs," and "Publications," for each. The 1980-81 version of this directory is currently available.

4. Kapisovsky, Peggy M., Workman, Jean, and Foster, June C. A Training and Resource Directory for Teachers Serving Handicapped Students, K-12. (1977) Copies can be ordered from Mr. James Bennett, Director of Technical Assistance Unit, Office of Program Review and Assistance, Office for Civil Rights, 330 Independence Avenue, S.W., Washington, D.C. 20201.

This manual is divided into three parts. The first identifies national resources which provide information, literature on handicapping conditions, equipment, and/or inservice education. Part II is a state-by-state listing of inservice training programs for teachers, state agencies, service and consumer organizations, and directories of services. A bibliography of texts and materials for inservice workshops is presented in Part III.

5. Rehabilitation Services Administration. Ready Reference Guide Resources for Disabled People; A Handbook for Service Practitioners and Disabled People. Washington, D.C.: U.S. Government Printing Office.

This guide was created primarily for vocational rehabilitation counselors; however, it can also be a resource for disabled persons and others. This publication is meant as a handbook for everyday use to stimulate the pursuit of more information.

APPENDIX A

USOE Position Statement on Appropriate Comprehensive Vocational Education for All Handicapped Persons----ACTION MEMORANDUM

MEMORANDUM

Department of Health, Education and Welfare, Office of Education

TO: U.S. Commissioner of Education
THRU: EDC/P

FROM: Charles H. Buzzell
Acting Deputy Commissioner
Bureau of Occupational and Adult Education

Edwin W. Martin
Deputy Commissioner for Education
of the Handicapped

SUBJECT: USOE Position Statement on Appropriate Comprehensive Vocational Education for all Handicapped Persons----ACTION MEMORANDUM

ISSUE

Proposed USOE position paper as a basis for joint planning for Appropriate Comprehensive Vocational Education for the Handicapped.

DISCUSSION

The attached statement of position (Tab A) has been prepared by the Inter-Agency Coordination Task Force for the purpose of increasing the availability and accessibility of appropriate comprehensive vocational education for all handicapped persons.

The statement was developed as a result of consultation with State Directors of Vocational Education and Special Education, local program managers, teacher educators representing both Special Education and Vocational Education, advocates for the handicapped, handicapped persons, and members of the staffs of the Bureau of Occupational and Adult Education, and the Bureau of Education for the Handicapped. It reflects the requirements of the Education Amendments of 1976 and the Education for All Handicapped Children Act.

The position statement will serve as the basis for the development of a joint administrative plan to coordinate activities of the Bureau of Education of the Handicapped and the Bureau of Occupational and Adult Education in such areas as personnel training, program development and demonstration, dissemination of information, leadership training, and technical assistance as they relate to appropriate comprehensive vocational education of the handicapped.

RECOMMENDATION

We recommend your approval of the Statement of Position of the U.S. Office of Education on Appropriate Comprehensive Vocational Education for all handicapped persons.

DECISION

Approved _____ Disapproved _____ Date 6/10/78

Tab A: Proposed Position Statement
Tab B: Implementation Plan

Tab A

STATEMENT OF POSITION OF THE U.S. OFFICE OF EDUCATION ON APPROPRIATE COMPREHENSIVE VOCATIONAL EDUCATION FOR ALL HANDICAPPED PERSONS

April 1978

This statement of position was jointly developed by the Bureau of Occupational and Adult Education and the Bureau of Education for the Handicapped. It has received the approval of the Commissioner of Education and represents the official policy of the U.S. Office of Education.

It is the position of the U.S. Office of Education that AN APPROPRIATE COMPREHENSIVE VOCATIONAL EDUCATION WILL BE AVAILABLE AND ACCESSIBLE TO EVERY HANDICAPPED PERSON.

Background

Vocational education is an integral part of the American education system. Throughout the years it has prepared individuals to work in the labor force, which is crucial to the maintenance of society. In the past five years there has been a renewed national interest in expanding and improving vocational education opportunities for handicapped persons. As a result of current Federal and State legislation, litigation, and the efforts of various advocacy groups, there is urgent need to provide an appropriate vocational education for handicapped persons. The Education for All Handicapped Children Act of 1975, the Education Amendments of 1976, and Section 504 of the Rehabilitation Act of 1973, all consistently emphasize this need and give particular prominence to assisting handicapped persons to participate in regular vocational education.

It is estimated that approximately nine percent (9%) of the compulsory school aged population is enrolled in special education programs for the handicapped. The concentration of these enrollments is between the ages of 6 and 16 with a snarp decline from ages 17 through 21. It should not be interpreted that there is a decline in the need of services for the 17 through 21 population, but rather that there is a deficiency in the number of appropriately designed programs to meet the needs of these handicapped persons.

There are practical reasons supporting the concept of appropriate comprehensive vocational education for handicapped persons. According to the 1970 census data, only 42 percent of the handicapped are employed, compared with 59 percent of the total population. The fact that a substantial number of handicapped students leave the educational system without basic and occupational skills may contribute to the problem of unemployed handicapped adults. Recent national research studies and program audits of the General Accounting Office have identified as a major problem the limited access that handicapped youth and adults have to qualified appropriate comprehensive vocational education programs.

Handicapped individuals have not had adequate access to the education system and have received less than a proportionate share of the vocational education provided in the public education sector.

The challenge for the future is for all segments of the USOE to work cooperatively to overcome the attitudinal, programmatic, and physical barriers that exist, and to develop a new level of awareness regarding the critical need to facilitate handicapped persons' participation in the total education system.

Assumptions

The position that AN APPROPRIATE COMPREHENSIVE VOCATIONAL EDUCATION WILL BE AVAILABLE AND ACCESSIBLE TO EVERY HANDICAPPED PERSON has been developed to reflect the goals of the U.S. Office of Education of providing access, excellence and equity in the Nation's educational enterprise.

The following assumptions form the basis of the Office of Education's position:

1. The provision of appropriate comprehensive vocational education for the handicapped is dependent upon all segments of the education system. Elementary, secondary, and adult education must provide the programs and services necessary for students to develop basic skills and make career choices. Vocational education must provide the education and training to develop occupational competencies.

2. Appropriate comprehensive vocational education for the handicapped must include cooperative relationships between the educational sector and the employment sector to facilitate the transition from school to work.

3. Appropriate comprehensive vocational education for handicapped persons will provide sequential educational instruction and training appropriate to the needs and progress of each handicapped individual.

4. Appropriate comprehensive vocational education will reduce the number of handicapped persons who are unemployed by providing the education needed for effective participation in the labor force. This also will assist employers to meet their affirmative action goals for Employment of the Handicapped.

5. Appropriate comprehensive vocational education will, to the maximum extent possible, identify and eliminate factors such as attitudinal and environmental barriers, which determine to a large degree the impact that specific handicaps have on individuals.

Tab B

ACTIVITIES TO IMPLEMENT U.S. OFFICE OF EDUCATION POSITION ON APPROPRIATE COMPREHENSIVE VOCATIONAL EDUCATION FOR ALL HANDICAPPED PERSONS

Implementation of the Office of Education Position

To implement the stated position that AN APPROPRIATE COMPREHENSIVE VOCATIONAL EDUCATION WILL BE AVAILABLE AND ACCESSIBLE TO EVERY HANDICAPPED PERSON, the Office of Education will:

1. Assess and evaluate progress of the education community toward achievement of the goal of appropriate comprehensive vocational education for all handicapped persons.

2. Develop the primary interagency and intra-departmental agreements needed in the appropriate comprehensive vocational education effort at the national level and encourage development of similar agreements at State and local levels.

3. Provide for the effective participation of members of the handicapped population in the policy formulation, planning, implementation, and evaluation of appropriate comprehensive vocational education at national, State, and local levels.

4. Demonstrate national leadership in the recruitment, hiring, and promotion of handicapped persons within the U.S. Office of Education as a model for replication by national, State and local public agencies.

5. Reflect the priority of improving appropriate comprehensive vocational education for handicapped persons in USOE research and development activities.

6. Assume leadership for insuring that the civil rights of the handicapped are fully protected in all appropriate comprehensive vocational education activities.

APPENDIX B

Memorandum: Development of Formal Cooperative Agreements Between Special Education, Vocational Rehabilitation, and Vocational Education Programs to Maximize Services to Handicapped Individuals

MEMORANDUM

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF THE SECRETARY

TO : Chief State School Officers
State Directors of Vocational Rehabilitation
State Directors of Vocational Education

DATE:

FROM : Commissioner of Education
Commissioner of Rehabilitation Services

SUBJECT: Development of Formal Cooperative Agreements Between Special Education, Vocational Rehabilitation, and Vocational Education Programs to Maximize Services to Handicapped Individuals

This memorandum announces a joint national initiative to expand and improve the service delivery system to handicapped individuals among the Rehabilitation Services Administration, U.S. Office of Education (Bureau of Education for the Handicapped and Bureau of Occupational and Adult Education), the National Association of State Directors of Special Education, National Association of State Directors of Vocational and Technical Education, and the Council of State Administrators of Vocational Rehabilitation. It is a basic tenet of the State and Federal participants that the development of new interagency agreements among State Departments of Special Education, State Departments of Vocational Education, and State Rehabilitation agencies is critical to the achievement of the goal. It is the expectation of all of the participants that States will develop new agreements during Fiscal Year 1979.

As further evidence of this joint priority, the Federal agencies herein named have:

Identified staff to assist in the development of these agreements and serve as principal Federal contacts on matters of interpretation and clarification of these initial guidelines;

Established a task force to develop further guidelines for collaborative planning and service delivery; and

Committed staff and resources, to initiate a national training workshop for special educators, vocational educators, and rehabilitation administrators scheduled for February 1-2, 1979.

This memorandum further supplements a joint communication of October 17, 1977 from the Commissioners of Education and Rehabilitation Services, and provides additional clarifying guidance on the

cooperative use of programs to serve handicapped individuals. Also, it addresses a number of issues and recommendations emanating from a Joint CSAVR-NASDSE Task Force. Further efforts are under way to respond more fully to all of the concerns raised by that Task Force.

To briefly recapitulate relevant information from the joint communication of October 17, the Commissioners identified the purposes of the communication to be:

> To assure that handicapped persons eligible for services under the Education for All Handicapped Children Act of 1975 (P.L. 94-142), the Vocational Education Amendments (P.L. 94-482) and the Rehabilitation Act of 1973 (P.L. 93-112) receive all appropriate services for which they are eligible.
>
> To assure that all agencies administering these laws understand that eligibility under one law should not, in and of itself, result in a denial of complementary services under another of the laws.
>
> To assure that the Federal agencies involved are fully committed to helping State and local agencies to engage in coordinated service delivery for handicapped persons.
>
> Further, without restricting the eligibility of any handicapped person, it is the intent of the Commissioners to encourage their constituent State and local agencies to give priority to identifying severely handicapped persons requiring services and to assuring the prompt and effective delivery of services to all those who quality for them.

The principal legislative references are:

> Part B of the Education for the Handicapped Act (EHA) as amended by Public Law 94-142 requires that States receiving grant assistance under the Act assure a free appropriate public education is defined as "special education and related services."
>
> The Rehabilitation Act (P.L. 93-112) authorizes vocational rehabilitation agencies to provide services to handicapped individuals in order that these individuals may "prepare for and engage in gainful employment."
>
> Under P.L. 94-482, vocational education provides the occupational training and support services needed to enable handicapped persons to prepare for employment. Eligible persons are those who are in high school, those who have completed or left high school and are available for full time study, and those in the labor market who need upgrading or retraining. Support services do not include medical, dental, lodging or food.

Part B. EHA, gives the State the responsibility to assure the provision of a Free Appropriate Public Education. The Statute is not intended to relieve an insurer or similar their party from in otherwise valid obligation to provide or to pay for services provided to a handicapped child.

P.L. 93-112 contains a longstanding "similar benefit" or "first dollar" provision which requires the vocational rehabilitation agency to make full use of existing resources before expenditure of VR funds to pay for certain services. Consequently, without clear-cut guidance, there can easily be some misunderstanding in the case of handicapped individuals who are eligible under more than one program. Therefore, there is an obligation to develop cooperative working arrangements.

P.L. 94-482 requires State Education agencies, under the State Board for Vocational Education to expend 10% of the "Basic Grant" allocations to pay 50% of the costs of providing the special services needed by handicapped students to succeed in regular vocational education programs. Students with disabilities who can succeed without special services are not reported as handicapped under the vocational education reporting system.

The issue of current concern between education and rehabilitation falls in the area of "related services" since the provision of basic academic instruction and vocational education continues to be the responsibility of the education agency. However, "related services" may overlap certain VR services. A number of handicapped individuals under 21 years of age may be eligible for such services under all three programs at the same time.

Although the programmatic goals of each program are different, many of the services which may be offered under one program could, under certain circumstances, be provided by the other. It must be remembered, however, that terms and purposes are not always identical and that there will remain certain differences to be resolved at the local level within each agency's laws, regulations, priorities, and resources. Following are a number of areas which have been identified as needing additional clarification.

Definition of a "free appropriate public education"

A free appropriate public education is defined as: special education and related services which are provided at public expense, under public supervision and direction, meet the standards of the State education agency, include pre-school, elementary school, or secondary school education in the State involved, and are provided in conformity with an individualized education program (45 CFR 121a.4).

Dissimilarity of the VR program from a "rights program"

There are some fundamental features of the vocational rehabilitation program which must guide VR decisions. Where the education program under P.L. 94-142 is a "basic rights" program, the VR program is not. Federal legislation and implementing regulations establish certain conditions which State VR agencies must meet in order to qualify for Federal Financial Participation (FFP). These conditions are reflected in State plan requirements.

The law, regulations, and State plan recognize that all individuals who conceivably might meet eligibility criteria cannot be served and that limits may be set on who may be served. Consequently, accommodations are permitted where State VR agencies do not have adequate resources to serve all handicapped people who are at or near working age and have vocational potential. Esstentially, it is this type of flexibility permitted a State agency which obviously deviates from a "basic rights" program capacity and to increase that capacity, the law requires the use of other available resources. Additionally, Federal regulations allow State VR agencies the option of applying a means test as a basis for cost sharing for certain services.

Relevant factors governing broad approaches by State VR agencies in the provision of services

Given the flexibility in administering their programs as described above, there are several requirements which State VR agencies must meet. Among those most applicable are State VR agencies' assurances that:

(a) VR services are provided for purposes of determining VR eligibility and for carrying out the Individualized Written Rehabilitation Program (IWRP);

(b) the age of an individual, in and of itself, will not be the deciding factor in eligibility determination. Rather, age relevancy is the point in life when vocational planning, preparation, and a continuum of VR services (including services to determine rehabilitation potential and establish employment goals and intermediate objectives to attain such goals) are appropriate for a given individual;

(c) no handicapped individual or group of handicapped individuals will be excluded solely on the basis of the type of physical or mental disability;

(d) if a financial means test is included in the State plan, that test will be properly and equitably applied;

(e) severely handicapped individuals must be served first under any established priorities, and any other priorities will not discriminate on the basis of age, sex, race, color, creed or national origin;

(f) similar benefits from other service providers will be used where available; and

(g) authority for determining eligibility for, or the nature and scope of, VR services is vested in the State VR agency and cannot be assumed by or delegated to any other agency or individual.

It should be noted that special attention is accorded the severely handicapped as required by the Rehabilitation Act.

Use of "similar benefits" under the Rehabilitation Act

It was the intent of Congress that the similar benefits provisions are to provide vocational rehabilitation agencies with an organized method for assessing the eligibility of handicapped individuals for benefits under other programs and for drawing upon other programs to provide those services for which the individual would otherwise be entitled. This requirement contains considerable flexibility for State application in determining the nature and degree of cooperation with other agencies and in individual cases. Similar benefits need not be utilized when they would not be adequate or timely, or otherwise interfere with achieving the short or long range rehabilitation objectives of the individual. This condition applies to all VR services, but specifically by law to physical restoration and maintenance. While other services (including training other than that in institutions of higher education) are not subject to mandatory similar benefits provisions, the State VR agency would look first to other appropriate sources, such as free public education generally available to all children in the State.

Availability of services as key to use of "similar benefits" by VR agencies

Issues have been raised involving circumstances under which available special education and related services will be provided to meet an intermediate objective 1/, under both an IEP and an IWRP. When "special education" and "related services" are available and the handicapped child is entitled to receive those services, such services are a similar benefit.

The key concept is "availability". The service must be one that is needed for both education and rehabilitation purposes and which the education agency can provide in a timely fashion, meeting the quality level needed for the intermediate rehabilitation objective relating to the attainment of long range employment goals.

Therefore, when a service is needed for VR purposes but is not available from the education agency, then the rehabilitation agency cannot look to education for a similar benefit, and may assume responsibility for providing that service (directly or by using other similar benefits which may be available outside of education).

1/ Intermediate rehabilitation objectives: the steps which must be achieved before the long range vocational goal can be attained, i.e.; medical, social, personal, vocational outcomes which result from provision of services.

The following services are considered to be particularly important in meeting the unique needs of handicapped individuals (see also Attachment A) and may not be generally available to handicapped students in the education setting: (1) Physical and mental restoration services; (2) General and special medical examinations; (3) Transportation in connection with the provision of ther vocational rehabilitation services including, for example, to job training sites where placements have been made cooperatively by the school and rehabilitation agency; (4) Telecommunications, sensory and other technological aides and devices; (5) Job development and placement in suitable employment; (6) Post-employment services necessary to assist handicapped individuals to maintain their employment; and (7) The purchasing of occupational licenses, tools and equipment necessary for entry into employment.

Services such as those listed above would not be required by the majority of handicapped students. They may be required for the more severely impaired students to assist them to become well-adjusted and suitably employed.

Cooperative Arrangements

It should be determined by State education and rehabilitation agencies which services and under what conditions such services can be made available by each agency and provided to handicapped students. Formal cooperative agreements between these agencies should establish specific guidelines for providing the essential services needed by the handicapped student. These cooperative agreements should with respect to services define as a minimum (1) how the services would be a component of a student's IEP and IWRP; (2) benefits to be made available by each agency; (3) eligibility criteria.

Cooperative arrangements between the State VR agency and the State Education Agency can establish the specific responsibility of each agency in the provision of services to handicapped individuals under an IEP and an IWRP particularly where the State Education Agency is unable to provide such services. Additionally, with respect to availability of services for handicapped individuals through vocationl education for handicapped individuals for post secondary training at less than the baccalaureate level.

State VR agencies must keep within the provision, intent, and spirit of the Rehabilitation Act. They must work within arrangements that recognize the expansion and contraction of services capability, and make accommodations for such changing availability of resources. In this connection, the State Plan for VR services requires that cooperative arrangements be reviewed annually for conformity to established goals and procedures to maximize the use of similar benefits. It is recognized that availability of service falls in the area of negotiable services rather than basic education services. It is further recognized that where a State program has the flexibility

to utilize direct State funding, Title XX social services funds, or other funding sources, there is an inherently greater potential for more flexible cooperative arrangements.

Collaborative development and execution of the IEP and IWRP

Each child served under P.L. 94-142 must have an Individualized Education Program (IEP). Each handicapped individual served by the VR program must have an Individualized Written Rehabilitation Program (IWRP), except for diagnostic services. The education agency does not have to provide and pay for all services in an IEP. The same is true for VR and its IWRP. Services under an IEP or IWRP may be paid for by the other agency, or some other community resources. The IEP may contain reference to services which are, in fact, provided under an IWRP, and vice versa.

Both the Rehabilitation Services Administration and the Office of Education strongly encourage State education agencies and State vocational rehabilitation agencies to develop collaborative IEPs and IWRPs at the earliest time appropriate to each eligible individual. One guiding principle is that the VR agency should not be expected to provide and pay for services for handicapped students which are afforded non-handicapped students in the school setting, as required under Section 504 of the Rehabilitation Act. Additionally, VR agencies cannot provide services at a point in time where such services meet only educational needs and do not appropriately fit into a continuum of services under an IWRP leading to a vocational objective. VR involvement might occur on an individual basis as early as secondary school entry for pre-vocational planning purposes which normally would not involve expenditure of funds at that stage. Later on, VR should become involved at least by the terminal year (graduation or termination for other reasons) with students who are expected to need VR services.

Cooperative Funding

For a number of years, Federal Financial Participation (FFP) has been available for expenditures made in support of cooperative programs involving State VR agencies and State of local public agencies. These agreements are required to meet the specific requirements of Section 1361.13 CFR 45. The Rehabilitation Services Administration in Program Instruction 78-22 dated June 5, 1978, terminates Federal Financial Participation for expenditures made and certified to the State vocational rehabilitation agency under a cooperative agreement, by the participating State or local agency.

Federal Financial Participation continues to be available for expenditures made in support of cooperative programs between State VR agencies and other State or local agencies. Requirements for FFP are that the cooperative program meets the requirements of Section 1361.13 CFR 45 and State funds expended are directly appropriated to the State VR agency or are transferred to the VR agency by the participating State or local agency.

Sharing personal information between agencies

Various laws and regulations govern the sharing of personal information in different ways. Legislation and regulations applicable to education records allow rather free access by the individual to his own records. Many programs will share information with other agencies under conditions that such information will not be further divulged. VR case files often contain information obtained from a variety of sources, some of whom do restrict further release. To address this problem and others, RSA is currently working on revisions to regulations and guidelines dealing with access, disclosure, and protection of personal information. Until these problems can be worked through, VR agencies may permit the sharing of information only on a selective basis in accordance with State policies implementing section 1361.47 of the Federal regulations.

Both Federal agencies recognize that the education and rehabilitation programs administered by each State vary in content and structure and that each State must develop inter-agency agreements which will permit the best use of each program for the individual's benefit. Attached to this memorandum is a listing of services which may be appropriate under P.L. 94-142, P.L. 94-482 (Vocational education), and P.L. 93-112 (the Rehabilitation Act).

This letter is part of a continuing joint effort between the Offices of Education and Rehabilitation Services to assist State agencies in establishing action plans and resolving impediments for coordinated services to handicapped individuals. A high level interagency collaborative team from the Office of Education and the Rehabilitation Services Administration, including representation from CSAVR, NASDSE, and NASDVE, will continue to meet from time to time to further this process and to resolve problems identified by State Agencies which require our joint attention.

Any State agency or association referred to in this memorandum which requires assistance in resolving policy or regulatory impediments or questions are invited to submit such to the persons identified in Attachment B. Requests should contain, as a minimum, a statement of the problem, agencies involved, implications of the problem, alternatives considered, preferred alternative, and the timeline for Federal response.

Ernest L. Boyer, U.S. Commissioner of Education

Robert R. Humphreys
Commissioner, Rehabilitation Services Administration

Edwin W. Martin, Director
Bureau of Education for the Handicapped

Daniel Dunham, Director
Bureau of Occupational and Adult Education

ATTACHMENT A

The following table represents a revision by the National interagency team of one initially developed by a joint CSAVR-NASDSE Task Force. Under Federal laws and regulations, all of the activities listed below can generally be provided by special education, vocational rehabilitation, and vocational education, with the exception of those activities marked with an "*". Asterisk marked activities are excluded under most circumstances or lack authorization in the statutory authority for the program.

It is expected that each of the listed activities will be addressed in the development of collaborative service agreements within each State.

ACTIVITIES	SP ED	VR	VOC ED
Find Activities:			
1) Public awareness			
2) Professional awareness			
3) Mass screening		*	*
4) Individual screening			
Cross Referral:			
Assessment Activities:			
1) Psychological			
2) Social/home/peer			
3) Educational			
4) Speech & language			*
5) General medical examination			*
6) Specific medical examination			*
7) Vocational interest/aptitude			
8) Work evaluation 1/			*

1/ Usually provided in private rehabilitation facilities to determine work potential or employability.

ATTACHMENT A - PAGE 2

ACTIVITIES	SP ED	VR	VOC ED
Program Planning:			
Services:			
1) Occupational skills instruction			
2) Academic/vocational supporting instructions			
3) Counseling - academic adjustment			
4) Counseling - personal adjustment			
5) Counseling - vocational adjustment			
6) Medical services other than diagnostic	*		*
7) Mental therapy			*
8) Aids/devices, etc. - individually owned	*		*
Aids/devices, etc. - for learning and job training site accommodations			
9) Interpreter & reader services - for personal use or home study	*		*
Interpreter & reader services - for learning and job training site accommodations			
10) Other related services, i.e., OT, PT, speech correction			*
11) Job development			
12) Job placement			
13) Post-employment services	*		
14) Occupational services (tools, equipment, etc.) - individually owned	*		*

ACTIVITES	SP ED	VR	VOC ED
15) Family support services			
16) Transportation			
17) Subsistence while in training	*		*
Architectural Barrier Removal:			
1) Individual accommodations	*		*
2) Home accommodations	*		*
3) Learning site accommodations			
4) Job training site accommodations			

NOTE: Work study, work experience, OJT, etc. have not been included in the above listing because of the numerous and varying definitions and conditions applicable to these services under the programs. They will be addressed in subsequent materials.

APPENDIX C

Leadership Training Institute in
Vocational Education for the
Handicapped: A Special Project

PROJECT ABSTRACT

Leadership Training Institute in Vocational
Education for the Handicapped: A Special Project

PROJECT ABSTRACT

In the past five years there has been a renewed national interest in expanding and improving vocational education opportunities for handicapped learners. As a result of federal and state legislation, litigations, and the efforts of various advocacy groups, there has been a significant concern expressed for the need to provide handicapped learners with an appropriate vocational education in the least restrictive environment.

In part, to address this concern the Bureau of Education for the Handicapped/USOE has funded the Leadership Training Institute project to conduct a series of eight (8) regional topical institutes for Leadership personnel from the fields of vocational education, special education, and vocational rehabilitation. The institutes are designed to: 1) address the implications of recent legislative developments, and 2) assist regional, state, and local leaders in formulating effective policies and guidelines to implement appropriate vocational education programming for handicapped learners. Approximately 150 individuals involved in administrative, planning, and other leadership roles from state education agencies, professional and advocacy organizations, state advisory councils, and institutions of higher education will be selected to attend each regional institute. Two institutes addressing the topics of "individual education programming" and "the least restrictive environment" are being planned for the 1978-79 school year.

A national needs assessment survey is in progress to determine the nature and extent of the leadership training needs. The project's national planning and advisory council will be involved in planning and conducting the 2-day topical institutes, identifying criteria for selection of participants, and reviewing specific project components and publications. Individual institute proceedings documents and a report of leadership needs assessment survey are among the products to be generated by the project.

The project is being jointly conducted by the University of Illinois and The Pennsylvania State University. Additional information concerning the project can be obtained by writing:

Dr. L. Allen Phelps, Project Director
Leadership Training Institute/Vocational
Education and Special Education
345 Education Building
University of Illinois
Urbana, IL 61801

(217) 333-2325

APPENDIX D

Education of the Handicapped
Policy Project

PROJECT ABSTRACT

EDUCATION OF THE HANDICAPPED POLICY PROJECT

The George Washington University
Suite 310
1001 Connecticut Ave., N.W.
Washington, D.C. 20036
Samuel Halperin, Director
Lisa Walker - Coordinator
(202) 676-5910

In its second year, this project is designed to assist the development of educational policies necessary to implement the Education for All Handicapped Children Act (Public Law 94-142) by providing forums for dialogue, problem identification and resolution for state and local officials, education and related associations, parent and other public interest groups, and other organizations and individuals. The project will focus primarily on the development of interagency agreements for cooperative support and delivery of comprehensive services to handicapped children, including research and publication of materials on the current status of these agreements, and unique cooperative activities ongoing at the local level; will convene national and regional activities, conferences and programs to extend awareness of the current status and need for cooperative agreements and to identify continuing interagency difficulties; and will design a problem-solving strategy to assist state agencies in establishing facilitating agreements.

At the national level, project staff will work with representatives of governors, legislators, parents, teachers, disabled individuals, principals, handicapped children, and others to identify continuing problem areas. The project will sponsor a series of field trips and Washington-based meetings for federal policymakers in education to examine services to handicapped children and the status of implementation of the federal law. The staff will convene a series of state and local forums through The Associates Program (TAP), the Educational Policy Fellowship Program (EPFP) and other vehicles to focus on state-specific issues in service delivery. The project will provide national activities, conferences and programs to promote awareness of the law, to better identify specific needs and to further communication of various policymakers involved in implementation. This effort is being funded by the Bureau of Education for the Handicapped, U.S. Office of Education.

APPENDIX E

Information Memorandum to State
Rehabilitation Agencies Regarding
Mental Health Coordination

COOPERATIVE AGREEMENT

NATIONAL INSTITUTE OF MENTAL HEALTH,

ALCOHOL, DRUG ABUSE, AND MENTAL HEALTH ADMINISTRATION

AND THE

REHABILITATION SERVICES ADMINISTRATION,

ADMINISTRATION FOR HANDICAPPED INDIVIDUALS

May 31, 1978

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RECOMMENDATIONS FOR COOPERATION AT STATE AND LOCAL LEVELS

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PART ONE--GENERAL

Parties to the Agreement

The parties to this agreement are the National Institute of Mental Health and the Rehabilitation Services Administration. The agreement was developed in conjunction with and is endorsed by the National Association for State Mental Health Program Directors, the National Council of Community Mental Health Centers, and the Council of State Administrators of Vocational Rehabilitation. An attached endorsement sheet lists the names of other organizations that endorse and support this agreement.

Legal Basis for Cooperation

This agreement is entered into by authority given to the respective cooperating agencies under the Rehabilitation Act of 1973 as amended (P.L. 93-112), the Health Revenue Sharing Act of 1975 (P.L. 94-63), the Public Health Service Act as amended (P.L. 78-410), and related State legislation.

Purpose of the Agreement

The purpose of this agreement is to set forth principles and operating procedures which will guide NIMH, RSA and their State and local counterparts in establishing relationships and operational plans to facilitate services authorized by law to persons disabled by mental health problems on an effectively coordinated and integrated basis without duplication of effort.

Federal/State/Local Roles

State mental health agencies operate mental health programs in the States. In addition, these mental health agencies administer, establish standards for, or monitor the operations of federally supported mental health centers, under State plans approved by NIMH. NIMH grants for client (patient)

services are made directly to the community mental health centers which operate in "catchment" areas specified in State plans. These centers provide services authorized under the Federal law and may provide additional services.

State vocational rehabilitation agencies operate under State plans approved by RSA. All RSA grants for client services are made directly to the States which deliver the services through local offices. The vocational rehabilitation local services areas and the mental health catchment areas are seldom the same.

The vocational rehabilitation services listed in this section are those authorized under the Federal Rehabilitation Act and are delivered on a State-wide basis. The mental health services listed are those authorized under the mental health legislation and are delivered through federally funded community mental health centers, or through other public or private agencies.

Services of Vocational Rehabilitation Agencies

Eligibility

State vocational rehabilitation agencies have been established to assist in the vocational rehabilitation of physically and mentally handicapped persons. Responsibility for determining eligibility of individuals for these services rests solely with the State agency. The criteria of eligibility for vocational rehabilitation are:

1. The presence of a physical or mental disability which constitutes or results in a substantial handicap to employment.
2. A reasonsable expectation that vocational rehabilitation services may benefit the individual in terms of employability.

Services

The following services are made available for the purpose of assisting handicapped persons prepare for remunerative employment:

1. Evaluation of rehabilitation potential;
2. Counseling and guidance, including vocationally oriented personal adjustment counseling;
3. Physical and mental restoration services;
4. Pre-vocational, vocational adjustment and vocational training;
5. Maintenance, not exceeding the estimated cost of subsistence, during rehabilitation;
6. Transportation in connection with the providing of any vocational rehabilitation service;
7. Services to members of a handicapped individual's family when such services are necessary to the vocational rehabilitation of the handicapped individual;
8. Telecommunications, sensory and other technological aids and devices;
9. Recruitment and training services to provide new employment opportunities in the public services fields;
10. Placement in suitable employment;
11. Post-employment services, necessary to assist handicapped individuals to maintain their employment;
12. Occupational licenses, tools, equipment, initial stocks (including livestock) and supplies; and
13. Other goods and services which can reasonably be expected to benefit a handicapped individual in terms of employability.

Services of Community Mental Health Centers

Eligibility

Any person who has a mental health problem may be served by a community mental health center. The resources available and agreements with other agencies will determine the services actually available in a center.

Services (Required by Federal law)

1. Inpatient services including full time hospitalization.
2. Outpatient services including appropriate treatment so that clients can function as they go about their daily lives.
3. Partial hospitalization as treatment alternatives to full time hospitalization.
4. Emergency mental health services available 24 hours a day, seven days a week.
5. Consultation and education services to a wide range of individuals and entities.
6. Specialized services for children and elderly.
7. Screening services available to courts and other public agencies considering individuals for inpatient treatment.
8. Followup care for mentally ill residents discharged from mental health facilities.
9. Transitional residential services for mentally ill residents discharged or diverted from institutions, including living arrangements and access to supportive or rehabilitative services.
10. Alcohol and alcohol abuse services, if not available from other sources.
11. Drug addiction and drug abuse services, if not available from other sources.

Recognition of Joint Responsibility

In carrying out their responsibilities under their respective laws, the signatories to this agreement recognize overlapping authority and joint responsibility to provide comprehensive, effective services to mentally disabled persons. They recognize that their ability to provide the needed services, and the economical use of their resources, require careful joint planning and cooperative efforts.

They recognize, further, that no single pattern for cooperative effort can be effective everywhere. In general, with respect to a client for whom the two agencies share responsibility, the mental health agency will provide psychiatric consultation, mental health treatment, and emergency mental health services. The vocational rehabilitation agency will provide all services that are needed to facilitate the client's vocational adjustment. The precise roles of each agency in a given geographical area will depend upon the resources available to both agencies and the particular needs of the client.

As they enter into this agreement, the parties recognize the existence of problems which must be overcome if it is to be fully effective. These include differing organizational structures for delivering services, differing traditional models for delivery of services, differing professional training and employment backgrounds of employees, and limited resources to perform the functions assigned them under existing laws. They recognize that a solution to these problems will require specific and well planned strategies, persistence and dedication, and good will, and they commit themselves to that goal.

PART TWO--COOPERATION AT FEDERAL LEVEL

Opportunities for cooperation will be found at both State, local and Federal levels. This part covers areas of cooperation at the Federal level. These areas include: policy development, planning and budgeting, information, research and evaluation, special projects and demonstrations, manpower development, and service development and technical assistance. Each of these areas will be discussed briefly in the following paragraphs.

Policy Development, Planning and Budgeting

Ordinarily, these activities are undertaken and supervised at the Commissioner-Director level. NIMH and RSA agree that they will designate appropriate staff to meet twice annually for the purposes of collaborative budget and policy planning. This will include involvement of programmatic staff in consultation for program development and determination of program priorities.

RSA and NIMH have responsibility for approval of State plans governing the delivery of vocational rehabilitation and mental health services, respectively. The contents of these State plans may either facilitate or hinder the development of cooperative programs. The cooperating agencies will consult with each other in the development and revision of State plan guidelines and will examine existing plan requirements to ascertain whether revisions are desirable to make this agreement more effective.

Also, from time to time the cooperative agencies will see fit to develop and promote, within departmental policy, legislation designed to improve the scope, quality and efficiency of their respective programs. It shall be the policy of the cooperating agencies to confer with each other in the process of developing such legislative proposals as they affect their mutual responsibilities. They will confer with each other, likewise, in the development of regulations pursuant to legislation.

Information

NIMH and RSA have responsibility to keep the general public and selected professional and other special interest groups informed of their goals and activities. They will exchange information, releases, publications and procedural manuals and instructions of mutual interest. This will include notification of time, place and content of staff development programs which promise to be of mutual interest and invitations to be represented at such programs, workshops and conferences.

Research and Evaluation

NIMH and RSA have resources available to enable them to encourage and support research and program evaluation designed to increase knowledge and measure the effectiveness of the programs for which they have responsibility.

Special Projects and Demonstrations

An important part of the responsibilities of NIMH and RSA concentrates on encouraging and supporting special projects and demonstrations designed to test new knowledge under field conditions and to introduce and expand the use of methods and techniques that promise to improve the effectiveness of services to disabled individuals.

Manpower Development

An important function of RSA and NIMH is to encourage and support short term and long term training of individuals serving or expected to serve the clients of their respective agencies. The two agencies will cooperate in providing training experiences mutually beneficial to rehabilitation and mental health workers. They will collaborate in performing utilization studies of rehabilitation and mental health services/manpower.

Services Development and Technical Assistance

In the final analysis, the success or failure of this cooperative relationship will depend upon the extent to which it results in the expansion and improvement of services to mentally ill persons. Of extreme importance, then, is the promotion of cooperative relationships at the service level. NIMH and RSA will encourage their State and local counterparts to enter into such agreements and will assist them in their efforts to do so. They will provide technical assistance to these agencies and in doing so will coordinate their efforts to the maximum extent possible. They will advise the regional office to designate staff in the regional offices who will have responsibility for the organization and delivery of technical services and for the coordination of their own technical assistance programs with those of each other and those of other agencies.

NIMH and RSA will encourage their State and local counterparts to share with each other information about the clients for whom they are both serving, being governed in so doing by policies that protect the rights of the clients and assure that the information will be used only to facilitate services to the disabled individual.

Techniques for Cooperation

In carrying out their responsibilities for cooperative efforts in the areas of Research and Evaluation, Special Projects and Demonstrations, and Manpower Development, the participating agencies will keep each other informed of strategies for achieving their goals, and projects approved to implement their strategies in carrying out these programs, they will attempt to coordinate their own efforts with the efforts of other public and voluntary agencies so as to maximize their effectiveness. They will share responsibility for dissemination and utilization of findings in all of these areas. In

their cooperative efforts, they will explore opportunities for joint funding of projects.

Procedural Arrangements

To facilitate the implementation of this agreement, the cooperating agencies will take administrative action which will include the following steps:

1. Within ninety days following the effective date of this agreement, the cooperating agencies will develop a plan for the implementation of the agreement which includes time phased plans for putting into effect its various provisions.

2. The chief executives of the cooperating agencies will designate individuals to represent them in carrying out the various aspects of the agreement. These will include but not necessarily be limited to the areas discussed in this part of the agreement. The individuals so designated will be given specific responsibilities, which shall include submission at least annually of reports to the agency executive of progress being made and problems encountered.

3. Each chief executive of the cooperating agencies, subject to the limitation of their authority, will appoint individuals representing the interests of the programs administered by the other to membership on appropriate national advisory groups and will consult with each other on these appointments.

4. The chief executive of each agency will assign overall responsibility for the implementation of this agreement at the national level and for providing assistance to State and local counterparts in the development and implementation of agreements at these levels.

5. The chief agency executives of NIMH and RSA will meet at least once annually to review progress being made in carrying out the provisions of the agreement and plans developed thereunder and to discuss other matters of mutual concern to their agencies and constituencies.

6. Both cooperating agencies depend heavily on their regional offices in carrying out their policies and providing leadership and assistance at State and local levels. They will emphasize the importance of this agreement in their oral and written communications with regional officers and will advise the regional office to assign specific roles to their personnel in carrying out the agreement.

PART THREE--RECOMMENDATIONS FOR COOPERATION AT STATE AND LOCAL LEVELS

As indicated elsewhere, crucial to the success of this agreement, is its implementation at the service level. Agreements between rehabilitation and mental health agencies at these levels should be entered into, using this agreement as a guide but adapting it to local conditions, reflecting operational responsibilities to be carried out by each party. Cooperative agreements at State and local levels should address themselves to the following considerations.

Parties to the Agreement

In some States the State vocational rehabilitation agency and the State mental health agency should enter an agreement which applies to both publicly and privately owned/operated programs. In other instances, vocational rehabilitation should enter into agreements directly with CMHCs, psychiatric hospitals, or other types of mental health facilities.

Purpose of the Agreement

The purpose of the agreement should be to facilitate the expansion, improvement and coordination of services to persons disabled by mental health problems for whom responsibility is shared by mental health and rehabilitation.

Legal Basis

The legal basis for the agreement should be cited. Reference to both Federal and State laws should be made.

Services Provided by Each Agency

The services for which each agency is responsible by law should be listed. The overlapping nature of the authority should be recognized. Since mental health services are what may be described as "cradle to grave" and VR services are available, with minor exceptions, only to individuals of or approaching working age with specified requirements for eligibility, it is very important that the role to be played by both agencies be clearly spelled out, including the characteristics of the individuals to be assisted by the VR agency and the services to be provided by the mental health agency while VR services are underway.

Continuity of Care

One of the greatest problems in serving mentally ill persons in the community is assuring a continuity of relevant care from initiation of services until need is no longer apparent. Often, several agencies in addition to VR and mental health will be involved. It is important, therefore, that the agreement include procedures that will assure that there are no gaps in service that will be detrimental to the welfare of the client. Consideration should be given to having, in many instances, one professional person in one of the service agencies accept responsibility for smooth flow of services without regard to what agency is providing services at a given time.

Referral

The agreement should include a formal referral procedure and arrangements for reporting back on referrals.

Joint Staff Training and Conferences

Effective referral and service coordination will depend upon a thorough understanding by the staff of each agency of the services available from the cooperating agency and the system through which such services are delivered. To facilitate this mutual understanding, the agreement should provide for interagency training program for service providers and adminisrative personnel.

Use of Facilities

The agreement should provide for cooperative planning for the development and use of facilities designed to serve the mentally ill. In instances in which a facility operated by or for the clientele of one of the agencies is used extensively by clients of the other, a supplementary cooperative agreement relative to the use of such facility may be needed. The cooperating agencies will consult with each other and be mutually supportive of each other's efforts to make available in the community suitable living arrangements for mentally ill persons.

Consideration should be given, also, to locating the representatives of one agency in the facilities of the other, when such arrangement promises to facilitate the provision of services to individuals served jointly by the two agencies.

Joint Funding

Both general legislation and VR and mental health Federal legislation authorize the use of Federal resources for joint funding of projects. Administration of such projects may be undertaken jointly, or one of the agencies involved may administer the project for the cooperating agencies. Agreements should recognize this infrequently used authority and encourage exploration of opportunities to use this authority, when such joint funding and administration promises to improve or expand services.

Information

The agreement should specify that the cooperating agencies will exhange information, releases, publications and procedural manuals and instructions of mutual concern to the cooperating agencies.

Confidentiality of Client Information

The agreement should provide that in instances in which both agencies are serving a client they will share information from the files of the individuals being served, such information to be used only for the purpose for which it was made available. Federal and State laws, and the rights of the individuals, of course, will govern this exhange of information.

Implementation and Evaluation

Each State or local agency involved in a cooperative agreement will assign a member of its staff as liaison with the other agency. This person's functions will be: (1) developing procedures for carrying out the agreement; (2) appraising the effectiveness of the relationship; (3) seeking methods to improve the effectiveness of the joint effort; and (4) making periodic reports to the director of the agency on progress being made and problems encountered.

This agreement shall remain in effect from date of mutual signatures until amended by mutual consent or until terminated by either party upon 30 days written notice.

Administrator, Alcohol, Drug Abuse, and Mental Health Administration — Date

Commissioner, Administration for Handicapped Individuals — Date 6/1/78

The following organizations endorse the National Institute of Mental Health/Rehabilitation Services Administration Interagency Agreement, and pledge their support and assistance in its implementation.

National Council of Community Mental Health Centers

Council of State Administrators of Vocational Rehabilitation

National Association of State Mental Health Program Directors

APPENDIX F

On-The-Job Training Project
ARC Research and Demonstration Institute

PROJECT DESCRIPTION

On-The-Job Training Project
NARC Research and Demonstration Institute

Institute Director: Brian M. McCann, Ph.D.
National Project Director: Michael W. Stumbaugh

ARC-N OJT PROJECT DESCRIPTION

The Association for Retarded Citizens-National On-The-Job Training Project (ARC-National OJT) is funded by the U.S. Department of Labor and/or the Manpower Planning Agency in your state through the Comprehensive Employment and Training Act (CETA). It is administered by the Association for Retarded Citizens-National. The project encourages business* to provide job opportunities for work-ready mentally retarded individuals and reimburses employers for training given these individauls during approximately the first two months of employment when job adjustment is especially critical.

One of the most helpful aspects of the ARC-National OJT Project is its simplicity! Requirements for participation are specific and minimal, and there is very little paperwork for the job placement counselor or employer to do. ARC-National strives to ensure that the OJT Project will remain a readily available and easily-used tool for job placement and career development.

Participation requirements and reimbursement procedures are detailed below. If you have questions or need additional information, please contact the project's field coordinator at the address or phone number listed above. Illustrative promotional brochures and many other supportive services are also available at no cost from the project office.

We look forward to assisting you in every way possible to take advantage of the ARC-National OJT Project!

* Additional employers who are acceptable for funding are State, County, and Municipal Governments and school districts.

FACTS ABOUT USING THE ARC-N OJT PROJECT

ANY EMPLOYER IS ACCEPTABLE EXCEPT:

1. Federal agencies or divisions of the federal government.
2. Garment manufacturers - power sewing machine operation (other jobs are acceptable).
3. Facilities for mentally retarded persons (institutions, sheltered workshops, etc.)
4. Affiliated units, both state and local, of the Association for Retarded Citizens-National (ARC's).
5. Religious or sectarian organizations (i.e. any job that requires the trainee to perform duties in a place or worship or religious insturction).

THE EMPLOYER ALWAYS:

1. Has the absolute right to terminate a trainee.
2. Is reimbursed according to the number of training hours completed even if the trainee resigns or is terminated.

THE EMPLOYER MUST:

1. Literally hire the trainee in a regular payroll status.
2. Pay the trainee at least the federal minimum wage ($2.90 per hour in 1979 and $3.10 in 1980).

THE EMPLOYER IS REIMBURSED AT THE TIME OF:

1. Completion of the 320 - hour training period by the trainee

-OR-

2. Resignation or termination of the trainee if he/she fails to complete the training period.

THE REIMBURSEMENT RATE IS:

1. One-half of the entry wage during the first 160 hours of employment

-AND-

One-fourth of the entry wage during the next 160 hours of employment

2. Calculated on the basis of the actual entry wage. There is no ceiling -- the higher the hourly wage at entry, the higher the reimbursement amount.

THE TRAINEE MUST:

1. Have an I.Q. of 80 or below.
2. Be work-ready.
3. a. Average at least 35 working hours per week during the training period (i.e., an adult client of a sheltered workshop). OR
   b. Average at least 20 working hours per week. (The work week is defined as Sunday through Saturday and is not limited to only the school week)

AND be enrolled in the last year of classroom activity in a school work-study program.

4. a. BE: Unemployed, underemployed, or in school AND
   b. BE: Economically disadvantaged (E.d.). (Individual is E.d. if he/she is handicapped).**

THE PLACEMENT PERSON IS AUTHORIZED TO COMMIT FUNDS TO AN EMPLOYER PROVIDED:

1. Both the employer and the trainee meet ALL requirements for participation.
2. A Trainee Job Placement form is submitted to the OJT field office immediately after a placement is made and funds are committed (usually one week after a trainee begins work). ***

** Please call OJT Office if you need additional information about definitions of E.d., unemployed or underemployed.

*** ARC-National will complete all other necessary paperwork upon receipt of a Trainee Job Placement form. No special record keeping or reports are required of the placement person or employer. Employers simply must sign the Reimbursement Agreement, Invoice and a Trainee Status Form verifying the trainee's completion of 320 hours of employment. The placement person will receive copies of all correspondence sent to the employer.

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WISCONSIN VOCATIONAL STUDIES CENTER
UNIVERSITY OF WISCONSIN-MADISON

The Wisconsin Vocational Studies Center at the University of Wisconsin-Madison was reorganized with the support of the Wisconsin Board of Vocational, Technical, and Adult Education within the School of Education in 1971. The function of the center is to serve the State of Wisconsin in a unique way by bringing the resources of the University to bear on identified problems in the delivery of vocational and manpower programs—vocational education, technical education, adult education, career education and manpower training—to citizens of all ages in all communities of the state. The center focuses upon the delivery of services including analyses of need, target groups served, institutional organization, instructional and curriculum methodology and content, labor market needs, manpower policy, and other appropriate factors. To the extent that these goals are enchanced and the foci of problems widened to encompass regional and national concerns, the center engages in studies beyond the boundaries of the state.

MERLE E. STRONG, director
ROGER H. LAMBERT, associate director

964 Educational Sciences Building 1025 W. Johnson St. Madison, Wisconsin 53706